

# Who lives and works in the Great Bear Rainforest?



Students investigate the people who live in the Great Bear Rainforest.

## Learning Intentions

1. What communities reside within the Great Bear Rainforest?
2. How do people live within the Great Bear Rainforest?
3. Who are the Indigenous Peoples in the Great Bear Rainforest?

## Curricular Connections

Refer to the “Curriculum” drop-down option under the “Learn” tab of the Great Bear Rainforest Education and Awareness website.

**Curriculum Alignment: Great Bear Rainforest Education and Awareness Trust**

<https://greatbearrainforesttrust.org/curriculum/>

## Learning Intention 1

# What communities reside in the Great Bear Rainforest?

## Experiences and Observations

- In pairs, have students use the interactive maps “Great Bear Rainforest Region” and “British Columbia First Nations” to find a community and learn about it (some may choose a city such as Prince Rupert, Port Hardy, or Bella Coola while others may choose an Indigenous community).

**Note:** Additional maps may be required to determine other towns and cities (other than Indigenous communities) within the rainforest.

### Explore: Great Bear Rainforest Education and Awareness Trust

[https://greatbearrainforesttrust.org/map\\_downloads/](https://greatbearrainforesttrust.org/map_downloads/)

- Have students share their learning with others. They can present their learning through posters, PowerPoint presentations, or display boards.
- Ask students why communities are often connected to water (rivers, lakes, oceans). Have them consider a community’s basic needs for water (drinking, cleaning), transportation, recreation, etc.
- Read or view *If you Want to Build a Sea Garden* by Kay Weisman and discuss what communities in the Great Bear Rainforest would have sea gardens.
- Have students share (orally or in writing) about what lives underground where they live (for example, worms, ground squirrels, roots). Are any of these used by the people of their community? Have them write a poem or draw a picture titled, “What Lives Under My Feet.”

## Possible Topics/Key Vocabulary

- Community
- Water
- Clam gardens

## Reflections on Learning

- Students may create posters, PowerPoint presentations, or display boards on Great Bear Rainforest communities.
- Have students write a poem on what lives under their feet.

## Suggested Resources

### Clam Garden Network

<https://www.clamgarden.com/>

### Communities of the Great Bear Rainforest

<https://greatbearrainforesttrust.org/communities/>

### Rainforest Solutions Project (maps)

<https://www.savethegreatbear.org/resources/category/maps.html>

### Research Gate (map)

[https://www.researchgate.net/figure/The-Great-Bear-Rainforest-Cartography-John-Ng\\_fig1\\_254227402](https://www.researchgate.net/figure/The-Great-Bear-Rainforest-Cartography-John-Ng_fig1_254227402)

## Extension

### Inquiry

Where are most communities in the Great Bear Rainforest situated and why? Have students map the communities and label important places that would give them their reasons for living where they do (water sources, food, areas to build shelter, etc.)

## Learning Intention 2

# How do people live with the Great Bear Rainforest?

## Experiences and Observations

- Ask students: How does where we live affect how we live? Have them think about basic needs of water, food, clothing, shelter and social, political [government and policing], and economics as well as activities such as play and leisure time.
- Have students reflect on their discussion in writing journals.
- Tell students that the way Indigenous Peoples live is connected to land and story. Read or view Peace Dancer by Lucky Budd and Roy Henry Vickers

### Peace Dancer – Roy Henry Vickers (9:46)

<https://www.youtube.com/watch?v=FGu5z680rgA>

Ask students: How does where the people of the Peace Dancers live affect how they live? (Living near oceans and on coastal lands gives people a huge responsibility towards all the animals and what people do affects all beings. The story and the dance continually remind the people of their responsibility to the water and lands.

- Have student view the following video:

### Different Types of Houses Found in Countries Around the World”

<https://www.youtube.com/watch?v=8enHtaP1EGw>

Ask: How is the construction of homes based on the different environments? (Locally resourced materials, temperature, animal threats [snake], environmental conservation, cultural, affordability.)

- Have students design a home and create a prototype to demonstrate how different homes have different characteristics, depending on where they are in the world. Home design activity could be based in part on the Youth Explore Trades Skills Design Activity Plan found on page 7 in the following:

### Student Activity Sheet—Design a Temporary Emergency Shelter

<https://mytrainingbc.ca/youthexploreskills/activity/DesignDrafting/Design/pdf/DesignSocialResponsibility.pdf>

- Have students define infrastructure and essential services. Ask: How does a community determine how their infrastructure needs to look according to their needs? How does a community determine what essential services are needed?
- Give students a paper that they fold into two or three, and have them label each section urban, suburban, and rural (or remote). Have them draw pictures, symbols or write words or phrases about essential services for each of these areas and think about how these services are the same and how are they are different and why?
- Have students research an essential service in their neighbourhood or community (teachers, police, doctors, etc.). What resources do they need to do their work efficiently? Compare this to the same essential services in a Great Bear Rainforest community. How are these the same and how are these different? What access barriers or advantages may exist for people in these communities?
- Have students complete the following lesson:

#### **Lesson 8: Great Bear Sea Careers**

<https://greatbearsea.net/elementary-curriculum/lesson-8/>

### **Possible Topics/Key Vocabulary**

- Respect, humility
- Political and economic
- Elders, Ancestors
- Potlatch
- Infrastructure
- Essential services

## Reflections on Learning

- Written reflection
- Prototype of home
- Comparison of essential services
- Blackline masters from Lesson 8: Great Bear Sea Careers

## Suggested Resources

### 22 Different Types of Houses Around the World

<https://uniquesleeps.com/different-types-of-houses-around-the-world/>

### Communities in the Great Bear Rainforest

<https://greatbearrainforesttrust.org/communities/>

### If You Lived Here: Houses of the World

Print resource by Giles Laroche

<https://www.harpercollins.com/products/if-you-lived-here-giles-laroche?variant=39934483824674>

### Learning Intention 3

## Who are the Indigenous Peoples of the Great Bear Rainforest?

### Experiences and Observations

- Ask students what Indigenous means? The dictionary definition “originating naturally from a place”. In terms of Indigenous Peoples, they are the people who have existed on the lands (place) since early time, or as Indigenous People often say, since time immemorial (or “we have always been here”). Also discuss the concept of Indigenous plants, animals, and minerals to a region.
- Spirit Bear as an Indigenous being to the lands of the Great Bear Rainforest. Discuss how Spirit Bear as an Indigenous being would be important to the Indigenous People within the same lands. (They and their Ancestors have grown up with Spirit Bear. They both have been part of the interconnected relationships with the lands within the Great Bear Rainforest since time immemorial.)
- Have students view the following video. Ask them, “How has and does Raven turning some black bears white help Gitga’at Peoples’ relationship with the Spirit Bear (protection, conservation)?”

#### **Rainforest Guardians: Spirit Bears and the Gitga’at Nation (3:59)**

<https://www.youtube.com/watch?v=H3vEO8pMWoc>

### Learning about the Indigenous Peoples of the Great Bear Rainforest

Have students investigate the 26 Nations within the BC rainforest. You may want students to do this in partners or small groups, and divide the nations between them. Have them answer questions such as: Where do they live? What foods do they eat? What is their economy? Government system? How do they celebrate?

## Possible Topics/Key Vocabulary

- Indigenous
- Indigenous Peoples
- Immemorial
- Interconnected relationships
- Spirit Bear

## Reflections on Learning

- Give each student a paper with a large outline of a circle and have students write key learnings they have gained from this inquiry. They may also add pictures.

**Note:** The circle is symbolically important to Indigenous Peoples, as is holistic thinking, as opposed to uniquely linear thinking.

## Suggested Resources

### Coast Funds: First Nations

[https://coastfunds.ca/first-nations/?gclid=Cj0KCQjwslejBhDOARIsANYqkD1nIP-0n6\\_GW5B0xr5wDeylPom8y079FuSXVZBtDDUJBgpRV5tlnmkaAuxcEALw\\_wcB](https://coastfunds.ca/first-nations/?gclid=Cj0KCQjwslejBhDOARIsANYqkD1nIP-0n6_GW5B0xr5wDeylPom8y079FuSXVZBtDDUJBgpRV5tlnmkaAuxcEALw_wcB)

### Explore: Great Bear Rainforest Education and Awareness Trust

[https://greatbearrainforesttrust.org/map\\_downloads/](https://greatbearrainforesttrust.org/map_downloads/)

### Strong Stories Tlingit: Spirit Bear

Print resource by Bill Helin (grades 2-4)

[https://www.strongnations.com/store/item\\_display.php?i=6008&f=](https://www.strongnations.com/store/item_display.php?i=6008&f=)

## Extensions

Have students inquire into Indigenous People, plants, animals, and minerals in their local place. They can also try and find stories that connect the Indigenous Peoples to the plants and animals or rock formations that connect to land markers.



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